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or that a big black stone in the forest must be very old (as it probably was!). The seeing of pictures of people or animals in cracks on the wall surely reveals no fetichism in children even though fantasy may, in part, have been responsible for this animistic view of the world. The section upon child magic is particularly weak. To give only one or two instances of the ease with which savage characteristics are attributed to the child upon the most slender basis of fact, "A boy of five emptied his pockets for me. In them were a pill-box with imaginary salve to cure your finger when it got hurt and some pretty stones." And this is mentioned as an instance of primitive shamanism in the modern child! In no case is there any apparent recognition of the possibility of explaining an oddity of child belief or fancy through imitation or suggestion, or through a possible peculiarity of his environment. In no case is it recognized that the reported belief may merely accidentally savor an animism, owing to a defect, for instance, in the child's language, or in his lack of abstract terms in which to tell what he thought. The whole article is a veritable jumble in which the play and make-believe of children and their half-developed ideas, reported in many cases by girls in their teens, are mixed with the superstitions of adults to lead us to the conclusion that the child is quite prone to fetichism, e. g., the fact that a distinguished lawyer has for years carried a lucky penny is turned in as evidence.

Most of the articles contain brief discussions of supposed anthropological parallels to the phenomena discussed but the material presented is too fragmentary to have any significance even if the interpretation of it were less superficial.

Aside from the particular theory underlying most of the articles, the reports themselves are of course of peculiar interest to all parents and teachers, and they certainly tend to bring us into closer touch with child life. Of particular value is the "Story of a Sand Pile," and "Boy Life Forty Years Ago."

Our Children. By PAUL CARUS. Chicago: The Open Court Publishing Co., 1906. Pp. 207.

This is a delightful volume of essays upon child training; the discussions are informal and simple, practical rather than theoretic, and appreciative rather than coldly scientific. Such topics as the use of money, fairness, sympathy with animals, moral discipline, sanitary suggestions, suggestions toward the first steps in teaching mathematical ideas, science, foreign languages, music, are included in the book. It is particularly suggestive of ways the parent can use daily happenings as means of broadening the child's circle of ideas and strengthening his character. No one can read the little volume without a renewal of zeal to live more truly for his children.

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High School Algebra, Elementary Course. By H. E. SLAUGHT, PH.D., assistant professor of mathematics in the University of Chicago, and N. J. LENNES, M.S., instructor in mathematics in the Wendell Phillips High School, Chicago. Boston: Allyn and Bacon, 1907. Pp. 297.

For some time a revision of the school course in algebra has been an admitted necessity. Many recent studies and discussions have dealt with the